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ABSTRACT

This book is designed to provide general and special education teachers with basic information in the workings of special education and to describe teachers' roles in designing meaningful programs for students with disabilities. An introductory chapter describes special education law, terminology, and professional standards. In addition, three individualized plans for individuals with disabilities are explained and illustrated. Section 1, "Curriculum," opens with a discussion of the alignment of national and local standards and their relationship to the needs and goals of students with disabilities. How to bridge students' Individualized Education Program (IEP) goals and objectives with outcomes and standards is addressed. Curricular options available to students with disabilities are presented. Section 2, "Assessment," discusses Stump's model of contextualized assessment and methods and tools used in determination of eligibility and development of an IEP, review of IEPs, evaluation of instruction, and program evaluation. Section 3, "Instruction," focuses on instructional practices for working with individuals with disabilities. It discusses how to create a context for learning, how to provide quality instruction through planning, and how to select activities when designing instruction for students with disabilities. The final chapter provides application activities for each of the preceding chapters. (Contains approximately 400 references.) (CR)

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